

Stage 1: SPARK

Key Elements



Ignite the interest
Hook children in and immerse in topic
Get them thinking

'If we do not provide students with some prior knowledge, it's like standing on a beach, looking at the sea, and trying to decide what might be of interest when one doesn't have a clue what is out there.'

(Trevor Bond)

Possible things to explore:

- Photographs - Flickr, Google images.....
- Videos - YouTube, TeacherTube, DVD's, Web based news sites e.g. www.stuff.co.nz <http://www.tvnz.co.nz>
- Books
- Visiting places
- Speakers (But be careful not to narrow the focus)
- Initial presentation by staff e.g. song/drama
- Discussing scenario's e.g. 'What if

Wonderings

- During/after the initial Spark activities, teachers encourage the students to wonder and ask things about the broad concept/big idea.
- Wonderings can be displayed on a Wonder Wall
- The help engage student interest

Possible skills and processes

- Listening and responding
- Viewing
- Discussing
- Brainstorming ideas- mind mapping
- Thinking - e.g. 6 hats, Tony Ryan's Keys_
- Accessing and exploring resources
- Questioning skills
- Developing questions from thoughts
- Listening to and accepting others ideas
- Formulating questions
- Questioning tools e.g. question starters

Stage 2: TASK

Key Elements



Creating the main question Creating the subsidiary questions

“To think is to question.” (John Dewey)

Creating the main question.

- This is a high level question and is broad.
- It can be related to global or community issues.
- It should generate interest and thought.
- It can be provocative.
- Doesn't always have an answer or one correct answer
- It often leads to action.
- Is left to the end of the inquiry to be answered.
- Created through the wonderings chart.

“Questions and questioning are the most powerful technologies of all.”
(Jamie McKenzie)

Creating subsidiary questions.

- The 'look-up-able' questions (the research questions)
- Questions we need to ask to help answer the essential question.

NB At this stage the teacher/students may have more questions than they need, to help answer the essential question.

It is important to think, discuss and choose the best questions.

Possible skills and processes

- Question Starters 5Ws 1H
- KWL - what we know and what we want to learn
- Open v Closed questions
- Bloom's Revised taxonomy
- Prioritising questions
- Eliminating questions where the answer is already known

Stage 3: RESEARCH

Key Elements



Locating information
Use a variety of sources
Think as you go - be critical
Receiving information

Possible skills and processes

- Using graphic organisers
- Managing self
- Key words, search statements
- Using search engines
- Locating a variety of information sources e.g. books, library, expert, www, DVDs, TV, community resources
- Email skills
- Telephone/fax skills
- Receiving message skills - listen, view, read
- Note taking
- Videoconferencing
- Questioning and interviewing

At this stage teachers might have individuals, groups or the whole class answering the different questions, depending on the style of inquiry learning they are implementing. Each group/class needs to come up with a research plan.

Stage 4: INFORMATION

Key Elements



Sort and Sift
Analyse and apply
Select and reject
Think critically
Arranging information
Drawing conclusions
Constructing answers

Possible skills and processes

- Thinking critically
- Skimming and scanning
- Finding key words
- Identifying key ideas
- Writing topic sentences
- Questioning and interviewing
- Note taking and note making
- Using De Bono's Six Thinking Hats to analyse information
- Using graphic organisers
- Cooperative and social skills - relating to others
- Analysing data
- Highlighting important information.
- Validating information - e.g. triangulating
- Collating information

Stage 5: VOICE

Key Elements



Create and communicate
Present findings effectively
Take action (where possible)

Plan the presentation

Students should consider:

- Who is the audience?
- What is the best media to use to present back the information?
- What visual features do I need to think about in my presentation?

Possible modes

- Keynote presentations
- Public speaking
- Chart/poster
- Letter writing
- Making a DVD/Movie
- Kid Pix
- Brochures/pamphlets
- Graphic organisers
- Podcasting
- Creating a web page
- Creating an animation
- Drama/Song

Possible skills and processes

- Visual language
- Viewing and Presenting
- Oral language
- Creativity
- Knowledge of multi media
- Use of ICT as a presentation tool
- Transactional writing

Actions

This is where students have an opportunity to apply their knowledge in an authentic context and could include the following actions:

- make posters
- write letters
- send faxes
- create a petition
- contribute to an organisation
- provide voluntary help to an organisation
- raise funds
- change our own behaviour to influence others around us

Stage 6: EVALUATION

Key Elements



Process and outcomes

What did we do well?

What could we have done better?

What might we do differently next time?

What questions could be explored further?

Possible skills and processes

- Self assessment
- Peer assessment
- Conferencing skills
- Key Competencies

Teacher Assessment:

- Skills, attitudes and processes

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Inquiry Model

